

**THE INFLUENCE OF USING PEER RESPONSE TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE
FIRST SEMESTER OF THE EIGHT GRADE OF SMP AMAL
BAKTI JATI MULYO IN THE ACADEMIC
YEAR OF 2019/2020**



A Thesis Proposal

Submitted as a Partial Fulfillments of the Requirements for S1-Degree



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ABSTRACT

Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. The students' writing ability in SMP Amal Bakti Jati Mulyo have a problem in writing. Furthermore, the researcher used peer response in SMP Amal Bakti Jati Mulyo. This research was aimed to point out whether there was a significant influence of peer response to facilitate students' writing ability on descriptive text of the first semester of the eighth grade of SMP Amal Bakti Jati Mulyo in the Academic year of 2019/2020.

The research methodology that used was quasi-experimental design with pre-test, treatments and post-test after treatments. The population of this research was the eighth grade students of SMP Amal Bakti Jati Mulyo. The samples of this research were two classes consist of 26 students for experimental class and 24 students for control class. In the experimental class, the researcher used peer response and in the control class used self-correction. The treatment held in 3 meetings for each class. In collecting the data, the researcher used writing test, there were pre-test and post-test. Before conducting the treatment, the writer give pre-test. After conducting the treatments, the post test were used is the writing form. After giving the post-test, the researcher analyzed the data using SPSS.

From the data analysis by using SPSS, it was obtained that $\text{Sig} = 0.03$ and $< \alpha = 0.05$. It means that H_a was accepted because $\text{Sig.} < \alpha = 0.03 < 0.05$. Therefore, there was a significant influence of peer response to facilitate students' writing ability on descriptive text at the first semester of the eighth grade at SMP Amal Bakti Jati Mulyo.

Keywords: *Descriptive Text, Peer Response, Quasi Experimental Design, Writing Ability.*



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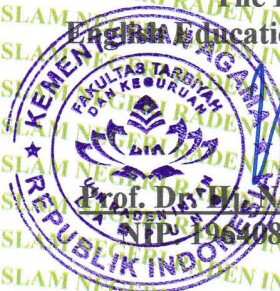
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

He Who has thought (the use of) the pen (4), Thought man that which He knew not (5)¹



QS. AL-Alaq: 4-5)

¹ Abdullah Yusuf Ali, The Holly Qur'an Text and Translation. (New Delhi: Millat Book Centre, 2006), p.701

DECLARATION

I hereby state that this thesis entitled “The Influence of Using Peer Response technique Towards Students Writing Ability in Descriptive Text at the first Semester of the Eighth Grade of SMP Amal Bakti Jati Mulyo in Academic year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



DEDICATION

From the deep of my hearth, this thesis is dedicated to every people who has cares and loved me. I would like to dedicate this thesis to.

1. Praise to be Allah SWT, thanks for everything.
2. My beloved parents, Mr. Sugianto and Mrs. Tarmini who always love me, always try to make me happy and wish for my success. Thanks for all the motivation.
3. My beloved brother and sister, Riyan Dwi Setiawan and Resia Amara Dewi.
4. My beloved friends in Kukuruyuk Boarding House, Diana Maya Sari, Dessy Mualifah, Eka Nur Hayati, Erlina Juwita, Puspita Sari.
5. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Destia Wulandari was born in Tulang Bawang on December 3th, 1995. She is the first child out of three children of Mr. Sugianto and Mrs. Tarmini. She has second brother, his name is Riyan Dwi Setiawan and one sister, her name is Resia Amara Dewi.

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Praise to be Allah SWT, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this thesis. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad SAW, his family and followers. This thesis entitled “The Influence of Using Peer Response Technique Towards Students Writing Ability in Descriptive Text at the first Semester of Eight Grade of SMP Amal Bakti Jati Mulyo in Accademic year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University. When finishing this thesis, the writer has obtained so must helps, assistances, supports, loves and many valuable things from various sides. Therefore, the researcher sincerely thanks to:

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Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, 2019
The researcher

Destia Wulandari
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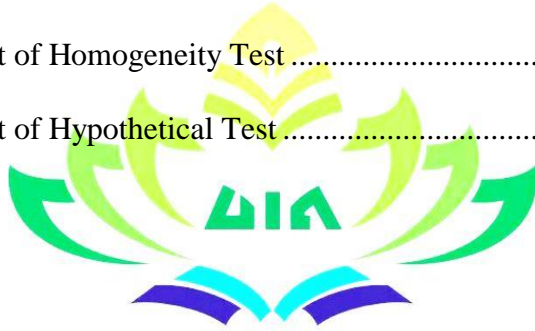
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In English teaching and learning context, there are four skills which have to be mastered by the students. It is supported by Dash and Dash who say, “In teaching English we wish to train our students: (i) to hear and understand English, (ii) to speak in the language and be understood, (iii) to read in the language and understand what they read, and (iv) to write in the language and be understood”.¹ So, students have to master these four skills because they become the standard competency that students must master.

Writing is one of productive skills and an activity in which someone delivers some information and expresses his ideas, feelings and thoughts to readers in written form. Rimes stated that “writing is a skill in which we express ideas which are arrange in word, sentence and paragraph by using eyes, brain and hand”.² Also Hyland stated that “writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic”.³ Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because through writing we can express our topic, sentence, idea and so on.

¹Neena Dash and M. Dash, *Teaching English As An Additional Language*, (New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2007), p.35

² Ann Rimes, *Techique in teaching writing* (London, Oxford American English, 1983) , p.3

³ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.

The researcher has done preliminary research in SMP Amal Bhakti Jati Mulyo. Preliminary research was done by interviewed teacher and students about writing ability especially descriptive text and found that students' writing ability in descriptive text still low and the use of teaching technique delivered by the teacher makes students are not interested in being more active in teaching and learning activities in the classroom. The researcher also got the data of writing score from the eighth grade of SMP Amal Bhakti Jati Mulyo. The following table is describing the result of students' score in writing test.⁴

Table 1
Data of the Students' Descriptive Texts Writing Score of Eighth Grade At SMP Amal Bhakti Jati Mulyo in Academic Year 2019/2020.

No	Class	Score		Number of Students
		≥70	<70	
1.	VIII A	10	14	24
2.	VIII B	13	13	26
3	VIII C	9	16	25
Total Percentage		32	43	75
		42,66%	57,33%	100%

From the table 1, it can be seen that there are more students get score under the KKM standard (70). From 75 students of the eighth grade of SMP Amal Bakti Jati Mulyo, there are only 42, 66% students that got score more than 70, and 57,33% got score under 70. It means that students' achievement in writing learning especially descriptive text is relatively low.

The researcher interviewed Mrs. Akhilla, S.Pd as the English teacher about the students' capability in mastering English especially about their writing. She said that the students still have problems in writing because they

⁴ Teacher's Document of SMP Amal Bhakti Jati Mulyo

did many errors in grammar when they produce new sentence and especially descriptive paragraph writing. They found difficulties to develop and to express the topic. She also said that she used self-correction technique.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of eighth grade. They said they were bored to study English because the teacher only asked them to correct and revise their own written work, without gave a feedback to they were unmotivated to develop their writing and the class situation was less interesting.⁵

Based on the preliminary research data, the researcher found that the students still lack on writing ability especially descriptive text. It happened because the teacher did not check their writing and the students were shy to ask the teacher when they found difficulties in writing. Therefore, to overcome this problem the researcher used peer response technique to help students' problem in writing descriptive text.

Peer response is a technique in writing which allows students to provide comments or feedback to other students' writing in order to develop their writing. Peer response is useful, interesting, and easier than by applying the other technique to increase the student's achievement in writing. Peer response focuses on teaching students about how to revise and edit their writing by using their peer's eyes in order to get deeper insight and improvements about what they have written.

⁵ Desi, *Interview to the student*, SMP Amal Bhakti Jati Mulyo

The English teacher must select and choose an interesting and motivating technique, so that the teaching learning process will run well. It can guide and facilitate learning process in order to enable the students learn and create a better atmosphere of learning. The technique also may attract the students' attention toward understanding about writing and increase their motivation by actively involving in learning. The researcher will use peer response technique in learning descriptive text.

In Junior High School, writing material usually the narrative, descriptive, recount, and procedure text in the eight grade. In this study, the researcher only deals with writing descriptive text. Descriptive text is important genre. It can help students clarify their understanding of new subject matter material, this genre not only about how to put words in written but also how to describe something to the other people. Descriptive writing is a type of written text, which has specific function to give description about an object vividly so that the reader can visualize the object described.

In addition, descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, and characteristics. This genre encourages the students ability to create a written account of a particular experience.⁶ As one of the genres, descriptive is important to be mastered by the students. Descriptive is described a particular people, animals, place, or thing. Many students have difficulties in writing descriptive text, like in finding idea when their given task to write descriptive text and to illustrate the

⁶ Dirgeyasa, *Emic Writing*, (Medan: Unimed Press, 2014) p.69

object, they have difficulties to find and recognize their ideas. Based on the problem, the researcher is interested in going deeper into research on writing descriptive text.

Based on the previous research by Guntar “Improving Students Writing Achievement on Recount Text Through Peer Response Technique on the grade tenth of SMA An-Nizam Medan in the academic year 2012/2013”. It showed that the students’ ability in writing recount text improved after the series of treatments given in the cycles.⁷ In others previous research by Sriwiyanti “Improving Students ability in Writing Report Text through Peer Response Technique on the Eleventh Grade Students of SMAN 2 Ketapang in the academic year 2012/2013”. It showed that the students ability in writing report text was improved by using peer response technique.⁸ Meanwhile, another previous research by Rochman “Using Peer Response to improve writing ability of grade VII students at SMP 3 Berbah in the Academic year of 2013/2014” showed that the use of the peer response in combination with some appropriate activities was able to improve students’ writing ability.⁹

From those previous research that have done by several researcher, it can be seen that peer response technique is effective to improve the students’

⁷Muhammad Guntar, *Improving Students’ Writing Achievement On Recount Text Through Peer Response Technique on the grade tenth of SMA An-Nizam Medan in the academic year 2012/2013*, REGISTER Journal of English Language Teaching of FBS-Unimed , 2013 <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/662/473>

⁸Agus Sriwiyanti, *Improving Students’ Ability In Writing Report Text Through Peer Response Technique (A Classroom Action Research on the Eleventh Grade Students of SMAN 2 Ketapang in the Academic Year 2011/2012)* Vol 2, No 4 (2013)
Avaliavle at : <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/1935/1875>

⁹Rohman, *Using Peer Response to improve writing ability of Grade viii students at smp 3 berbah in the academic Year of 2013/2014*

writing ability in report text or writing achievement. Finally, it is interesting to do a research entitled “The Influence of Using Peer Response Technique towards Students’ Writing Ability in Descriptive Text at the First Semester of Eighth Grade of SMP Amal Bhakti JatiMulyo in the Academic year of 2019/2020.”

B. Identification of the Problem

Based on the background of the research above, it can be identified the problems as follow:

1. The students were unmotivated to develop their writing because the teacher did not give feedback on their written work.
2. The students got difficulties to develop and to express the idea in making descriptive text writing.
3. The students’ lack of vocab and problems in grammar.

C. Limitation of the Problem

From the identification of the problem, this research was focused on the influence of using peer response technique towards students’ writing ability in descriptive text about people and things at the first semester of eighth grade of SMP Amal Bhakti Jati Mulyo in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the background of problem, the researcher formulates the problem as follow: “Is there any significant influence of using Peer Response technique towards students’ descriptive text writing ability at the first semester

eighth grade at SMP Amal Bhakti Jati Mulyo in the Academic year 2019/2020?”

E. Objective of the Research

Objective of the research was to find out whether there is a significant influence of using Peer Response towards students’ descriptive text writing ability at the first semester eighth grade at SMP Amal Bhakti JatiMulyo in the Academic year 2019/2020.

F. Significance of the Research

1. Theoretical Contribution

After doing this research, the researcher expects that the result of this research could support the previous theories about the Influence of using Peer Response towards students’ descriptive text writing ability.

2. Practical Contribution

After doing this research, the researcher expects that the result of this research as follows:

- a. To give information to English teachers about alternative technique to improve their students descriptive text writing ability.
- b. To motivated to the student in order that the students will enjoy the teaching learning process by using peer response technique.

G. Scope of the Research

a. Subject of the Research

The subject of the research was the students at First Semester of Eighth Grade at SMP Amal Bhakti Jati Mulyo in the Academic year of 2019/2020.

b. Object of the Research

The object of the research was the use of the Peer Response Technique and Students' Descriptive Text Writing Ability.

1. Place of the Research

The research was conducted at SMP Amal Bhakti JatiMulyo.

2. Time of the Research

The research was conducted at First Semester of Eighth Grade at SMP Amal Bhakti Jati Mulyo in the Academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Writing

a. Definition of Writing

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their idea, experiences, thoughts and feelings through writing.¹ In the other book, Harmer also said that “writing is as a communicative act, a way of sharing observations, information, though, or ideas with others”.² It can be concluded, that writing is used to share thought and feelings with other and also it is used to communicate in formal and informal situation in the good sentences of written form.

Through writing, people can express their feelings and thoughts to other people. Moreover, Raimes said that “writing is a skill in which we express ideas, feelings, and thoughts that are arranged in a words, sentence and paragraph by using eyes, brain and hand”.³ It means that writing is a skill how to express our ideas, feelings or thoughts by using eyes, brain and hand and then arranged in the words. Leo says, “writing as a process of expressing ideas or thoughts in words should be done at our pleasure.

¹Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Longman, 2004),p.31

²Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p.265

³Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983),

Writing can be very enjoyable as long as we have the ideas and the means to active it”.⁴ Therefore, writing can help the people to express about their ideas or thoughts into the written form. It will be enjoyable as long as the writer have ideas and pour it into the writing

It is true that in writing, we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the feedback from the reader. On the other, hand we do not normally have to write quickly. We can rewrite and revise our sentences until we are satisfied that we have expressed our meaning. Equally, the reader is in a more privileged position than the listeners to some extent. The readers can read at their own place and reread as often as he likes.⁵ It means that, the writer must make writing with word patterns and language that is good and right.

Based on the paragraph above, writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they are able to arrange and to write a good composition of writing. In addition, writing is students’ expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write.⁶ Vocabulary and sentence pattern are some factors to have a good writing.

Based on the theories above, the researcher concludes that writing is an activity about how to pour our ideas, feeling or thoughts into a written

⁴SutantoLeo, *Essay Writing*, (Yogyakarta : Andi, 2007), p.1

⁵Donn Byrne, *Teaching Writing Skills*, (New York: Longman, 1995), p.3

⁶Jeremy Harmer, p. 265

form. Writing is also a way to communicate from the writer to the reader to express the ideas or thoughts. The author succeeded express ideas, opinions, experiences, etc.

b. Writing Ability

In the previous page, it has been explained that writing are long and progressive activity. It indicated that to produce good written work, the students should pay attention on their writing ability. in the other perceptions, Weigle describes about writing ability by states “defining the skill that we want to test is a critical starting point in designing a test, as we shall see, the definition of writing ability for a particular context will depend in large measure in the specific group second-language writers and the type of writing that these writer are likely to engage in”.⁷ It means that wiring ability is used to know students’ ability in produce a kind of text by using a measurement in type of writing itself.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁸ According to Heaton, “five major aspects are accompanied by explicit description of what is meant by different band-scales. Based on the criteria of good writing, conten (the ability to think creatively and develop thoughts), organization (the ability to write in appropriate manner),

⁷Sara Cushing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.14

⁸Available on <http://Teachingenglishonline.net/definition-of-writing-ability/> (on 24thJanuary 2018,19:45)

vocabulary (the ability to use of word/idiom), language use (the ability to write in appropriate structure), mechanics (the ability to use punctuation, capitalization, spelling, and layout correctly)".⁹

Based on explanation, it can be concluded that writing ability is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form. To know students' writing ability, the teacher should make a steps will be used to measure and evaluate students' writing ability.

c. Process of Writing

Writing process is an activity to write something that uses some steps from beginning until final of the written form. Harmer suggests "the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version".¹⁰ As the writing process procedure into editing, a number of drafts may be produced on the way to the final version. Writing is also an action – process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.¹¹ It means that, writing is not instantly activity because it needs some process that must be done by the writer start from planning, drafting, editing and revising the final draft.

⁹J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135

¹⁰Jeremy Harmer, p.4

¹¹Jusman, MochtarMarhum, Muhsin, *Developing Students' Ability In Writing Procedure Text By Using Sequence Pictures*, e-Journal of English Language Teaching Society (ELTS) | Vol. 1 No. 1, 2005, p.2

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3. Editing (reflecting and revising)

In this stage, students should re-write their first draft after finishing. the purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the txt coherence and to stimulate further ideas. Not only that, it is also encourages students to find and correct their mistakes in writing.

4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers.¹²

¹² Jeremy Harmer, Op.Cit, p. 4-6

Based on the stages above the researcher concluded that in making good writing the writer need to follow the stages from planning the ideas; write the first draft without paying attention about mistakes; editing the first draft after finishing writing; and re-write revising draft with peers and teacher.

d. Teaching Writing

Teaching writing is one of the important aspects in learning language. Teaching writing is teaching students to develop ideas in their minds into written forms. For a process writing approach work well, some teacher may need to rethink the way in which they react to their students' work.¹³ This is an important and useful point for students because lesson planning from the teacher must consider the objectives to be achieved. For teaching writing to be successful you need to set the writing task up so that the students are clear about what they have to do and how best to tackle it.¹⁴ It can support students to writing well with the approach of the learners and from the teacher must explain their approach or technique how to do it in writing.

In teaching writing, teacher who recognize the importance of writing as a tool for learning in any content area intuitively understand that writing helps students connect their thought, deepen their content knowledge and

¹³ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p.12

¹⁴ Michelle Maxom, *Teaching English as Foreign Language for Dummies* (England : Jhon Willey & Sons, Ltd, 2009), p.161

communicate with others.¹⁵ By maintaining effective teacher in class helps students take advantage of their existing memories and build critical thinking so ensure their success in writing. Effective written usually have a purpose in mind and construct their writing with a view to achieving that purpose.¹⁶

Based on the explanation above, it can be concluded that teaching writing is teaching and asking students to apply grammar, knowledge, sentence structure, idioms and vocabulary. Students are also given the opportunity to explore how to write well with their thought or minds.

2. Text

a. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. "A written text is any meaningful written text".¹⁷ It means that text is a number of words that deliver a message to somebody in written or spoken form.

In writing must be with structure and grammar. According to Hyland, "text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings".¹⁸ Further, language as a system of communication is organized as cohesive units we call texts.¹⁹ Concluded that text is used as a communication with organized the structure of the text and grammatical of words, clauses and sentences.

¹⁵ Ibid, 26

¹⁶ Jeremy Harmer, How To Teach Writing, Op.Cit. p.39

¹⁷ Mark Anderson and Kathy Anderson, Text Type in English , (Australia: South Yara, 1997), p.1

¹⁸ Ken Hyland, Teaching and Researching Writing , 2nd Edition, (Edinburgh Gate: Pearson, 2009), p.8

¹⁹ Peter Knapp and Megan Watkins, Genre, text, Grammar: Technologies for

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

3. Descriptive Text

a. Definition of Descriptive Text

In daily life, we might often describe about something around us. In general definition descriptive genre can also be defined as the way how things look, smell, taste, feel, or sound. In addition, descriptive writing is a genre that asks the students to describe experience, emotions, situation, qualities, and characteristics.²⁰ “Descriptive text is a type of written text, which has the specific function to give description about an object (human or nonhuman)”.²¹ Moreover, in writing descriptive text, it is often important for the readers to be able to see in their mind the object being described. As Bencome explained that a descriptive text can represent about people, animals, places or things.²² It means that descriptive text explain the reader what, people, animals, places or things is like.

Based on the explanation above, descriptive are a series of sentences that tell about the nature of the object being told, paragraphs can describe the object so that it makes the reader seem to see directly.

Teaching and Assessing Writing , (Sydney: University of New South Wales Press Ltd, 2005), p.29.

²⁰ Cynthia A. Boardman and JiaFrydenberg, Writing to Communicate, (United States of America: Pearson Longman, 2008), p.18.

²¹ Pradiyono, Teaching Genre based Writing (Yogyakarta : Andi Offset, 2007) p.34

²² Gisela Bencome, CliffsAP Spanish Language, (New York: Wiley Publishing, 2003), p.49

b. Generic Structure of Descriptive Text

A generic structure is a general structure that combines several sentences into paragraphs or narratives. Like another genre, through descriptive text the students learn about social function, generic structures and lexico grammatical features. Generic structure is general form of genre. Each of genres has its own generic structure. Paltridge explained that “generic structure describes a structure of text based on pattern of rhetorical organization”.²³ Hence, the generic structure is used to construct a text based on the purpose of text itself.

Generic structures from the experts were consisted of identifying and descriptions, as follow:

1. Identification : Identifying the phenomenon to be described. The writer introduces people whose daily activities are going to described.²⁴ Also Gerot states that “identification is identifies the phenomenon to be described. The aim of identification is to identify the phenomena that to be described. It identifications who or what to be described”. The identification usually stated in the first paragraph to introduce reader what to be describe in the text paragraph. It also can be in form of definition.
2. Description : The purpose is to try and have someone feel that they are actually experiencing the thing described. The writer gives

²³Brian Paltridge, Genre, Text type, and the language learning classroom, (Journal of English Language Teaching, Volume 50 (3), 1996), p.241 available on delectuc4.lettras.ufmg.br (Accessed on January 20th, 2017)

²⁴ Pater James, Real English 1 For Junior High School Grade X, (Jakarta: Penerbit Erlangga, 2013) p.84

details information. Since the text tells daily activities, the writer describes or mentions his/her daily activities in sequence. Information about the time and place of the activities can be used to described more about the daily activities. Also Gerot stated that “Description is describes part, qualities, and characteristics. The function of description is to describe part, qualities, and characteristics”. In this part, the writers explain about the subject in detail. It uses to support the identification.²⁵

Based on the explanation, the researcher concludes that generic structure of descriptive text is used to describe a structure of text which is constructed by identification and description.

c. Type of Text

There are some type of text according Thomas, the kinds of writing texts are narrations, descriptions, argumentation, and persuasive.²⁶

1. Narrations

Narration is the form of writing used to relate the story of act, experience, or events. Narration places occurrence in time and tell what happened.

From the definition above, it can be conclude that narration is a kind of writing that tell us about story or something that happened. It

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stobler, 1994),p.208

²⁶ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 6-7

can be used in an abbreviated form to introduce or illustrate a complicated subject.

2. Description

Description is used to create visual image of people, place, even of units of time days, time of day or season. Description is a strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

3. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays and informative and instructional material.

So, the researcher can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal. It can be used to give a conclusion of editorial, essay and discussion.

4. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or preposition. Writing argumentation has to be able to change the argumentation of reader about thing that reputed important and still can to discuss. Therefore, writing argumentation

is character of persuading or allurements. The researcher concludes argumentation is the process forming a reason.

5. Persuasive

Persuasive seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Therefore the researcher concludes persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

Based on the syllabus that has given by English teacher of the eighth grade of SMP Amal Bhakti JatiMulyo, the researcher will focus on one text that is descriptive or description text. Descriptive is text that is easily found by students and it tells about things, places, or people. Descriptive text can be found in the Textbook, newspaper, Biography book, etc. By using descriptive text, the students are expected to improve the writing activity.

d. Language Features of Descriptive Text

There are some language features according Knapp and Watkins formulated a number of language features of descriptive text:

1. Focuses on specific participants. The participants can be a character, animal, or any other particular things
2. Using Present Tense is predominantly

3. The verbs used in descriptive text are relational verb, action verb, and mental verb. Relational verb is used to describe the appearance and parts/function of the thing described. Then, action verb is used to describe behavior. Meanwhile, mental verb is used to describe feelings.
4. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text
5. Adverbs are used to add extra information to verbs to provide more detailed description.
6. Adverbial phrases are used in to add more information about manner, place or time.²⁷

It can be concluded that, language features as an aspect in descriptive text which is the students should focus on specific participants, attributive and identifying process, epithet and classifier in nominal group, also the tenses that commonly used in descriptive text.

Here is an example of descriptive text:

Natural Bridge National Park

Identification:	Natural Bridge National Park is lush tropical rainforest.
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²⁷Knapp, P., & Watkins, M, Genre, text, grammar: Technologies for teaching and assessing writing, (Sydney: University of New South Wales Press Ltd, 2005), p.98-100

Description:	It is located 110 kilometres south of Bishbane and is Reached by following the pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadowof the Lamington National Park. The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swiming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.
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Source: Departemen Pendidiksn Nasional. 2003. Kurikulum 2004: Standar Kompetensi. Jakarta: Balitbang Depdiknes.

e. Descriptive Text Writing Ability

Bencome stated that “Descriptive text is a text that is used to describe a characteristic of something like people, animals, places, or things”.²⁸ In descriptive text, the students must be creative to make a good description about people, animals, places, or things. They also have to understand about points that includes in the text.

Writing is an activity to tell the ideas to the readers on writing language meanwhile ability is the strength in a skill. Writing ability is the strength of an activity to tell the ideas to the reader on writing language including grammar, punctuation, spelling etc. The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second-and foreign-language education. As the result, the

²⁸ Gisela Bencomo, CliffsAP Spanish Language

ability to write a second language is becoming widely recognized as important skill for educational, business, and personal reasons.

In supporting statement above, Oshima and Hogue argue that “Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind”.²⁹ It means that someone can write something logically and in clear detail.

In writing descriptive text, the students express the idea or topic of the text by focus on the generic structures of descriptive text that explained before. Thus, in the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic) because they are will be the assesment of writing.

It can be concluded that the ability to write descriptive text means the ability to produce text, because the ability to effectively write is becoming increasingly important in our global community, thus students express text ideas or topics by focusing on the generic structure of descriptive text and briefly describing certain types of objects such as people, animals, places, or things that fulfill the mastery of good writing aspects.

²⁹A. Oshima and , A. Hogue, *Introduction to Academic Writing*. New York: Pearson Education Limited ,2007, p.34

4. Peer Response Technique

a. Definition of Peer Response

Peer response is one technique which allows learners develop their writing skill by obtaining feedback from other learners. According Hansen and Liu, peer response is writing which involves students as the source of information; students have responsibility to provide comments to others' writing.³⁰ Murcia defines peer response as "...the idea of having students read and/or listen to teach others' papers for the purpose of providing feedback and input to each other as well as helping each other gain a sense of audience."³¹ It means that peer response technique is implemented in writing classroom by providing the feedback that will be useful by the students.

Through peer response, students can gain comments from a collaborative learning process to incorporate the written commentary into their subsequent drafts. Rohmat and Sadikin, also formulates "peer response is a technique in which students provide comments on other students' writing drafts so that those students can develop their own written work".³² It means using peer response allows the writer to hear the feedback from others and continue to think about their writing.

³⁰Hansen and Liu, Guiding Principles for Effective Peer Response.(Oxford university press, 2005) p.1

³¹Murcia-Celce, Morianne. Teaching English as A Second or Foreign Language 3rd Edition.(Boston: Heinle & Heinle Publishing, 2001), p.228

³²Rohmat, N., &Sadikin, I. S. (2018),*The impact of peer response on EFL learners' writing descriptive text*, Indonesian EFL Journal, 5(1), 59-66. doi: 10.25134/ieflj.v5i1.1611, p.60

Their response more freely to the composition, pointing to something they like and to something they think needs improving. They explain their response. This peer response is crucial: writers have tried to communicate, and let them know, where they have succeeded and failed. Peer response technique can be used either in the forms or pairs or small groups. Peer response to writing was definitely beneficial to the participating students.

In addition, peer response helps the students to know what are the strength and weakness or what are missing from their writing. Heather Byland states, “It is hoped that by allowing peers to intervene in one another writing process via peer feedback, peer response groups will help students revise and eventually improve their writing”.³³ It means that the students will be aware to use the feedback, so they might not face the same difficulties because the students will know what they should do in the next assignment.

Peer response technique is one of important activity in writing process. Richards & Schmidt states that “peer response is a way of giving feedback to students. Feedback itself is defined as any comments or other information given to students in order to assist them on learning tasks or tests. The role of feedback is to assist students to solve their problems in doing tasks/tests”.³⁴ Ferris argued that “feedback from both teachers and peers may impact the revision process and writing quality, but possibly in

³³Heather Byland, Educating Students About Peer Response, (University of Alabama in Huntsville,2004), p.439

³⁴Richard, Jack C & Renandya, Willy A, Methodology in Language Teaching (New York: Cambridge University, 2002),p.199

different ways”.³⁵ So, peer response as an essential part in the writing process that is used to encourage students' work between drafting and revising stage of writing.

Based on the explanation above, it can be concluded that peer response is a technique in writing which allows students to provide comments or feedback to other students' writing in order to develop their writing. So, the researcher is interested in conducting a research in the domain of peer response and writing, especially writing descriptive text.

b. Procedures of Using Peer Response Technique

There are some steps of teaching through peer response technique in the classroom, as follow:

1. Create a comfortable classroom environment.
2. Explain the role of peer response in the writing class.
3. Discuss how professional writers use peer response.
4. Share how you (the teacher) utilize peer response in your own writing/teaching.
5. Model peer response with the whole class using a sample text.
6. Discuss (in)appropriate vocabulary and expressions for peer feedback.
7. Introduce the peer response form.
8. Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.

³⁵Ferris, R. D, Response to Student Writing: Implications for Second Language Students. (London: Lawrence Erlbaum Associates, Inc, 2003),p.85

9. Facilitate conversations among readers, writers, and the teachers about the feedback process.
10. Discuss strategies for implementing peers' feedback in revision.
11. View and discuss of a successful and an unsuccessful peer response session.³⁶

Moreover, McIver in Agus says the procedure of peer response are:

1. The students were divided into some groups. The teacher prepared a picture and guided questions.
2. The students in group discuss the picture given in term of general classification and identification by using guided questions,
3. The students wrote a draft descriptive text in a group based on the picture and guided questions which already been discussed before.
4. Each group gave comments or responses to the other groups' writing in term of generic structure and language features of descriptive text by fill in the peer response sheet..
5. After discussed the feedback from the other group, the students re-wrote a report text individually based on the feedback, comment, and suggestion from the other group suggestion from the other group.³⁷

Based on two procedures above, the researcher modified the procedures in using peer response technique to manage the time so that the treatment can be effective to use in the experimental class.

³⁶Ferris, R. D, Response to Student Writing: Implications for Second Language Students., p.169

³⁷ Agus Sriwiyanti, Thesis S1-degree, *Improving Students' Ability In Writing Report Text Through Peer Response Technique, Strategies at Senior High School* (Ketapang: Tanjungpura University), p.5

In this step, how to do peer response are explained and ensure that the students understand it. This activity involves explaining, demonstrating and especially modelling on how to peer response.

- a. The researcher will give the example of peer response about descriptive text, and the researcher tell the students to start write a draft about descriptive text based on the given topic.
- b. Students are asked to conduct peer response in pairs, exchanging their draft with another. In this step, the students are asked to work in pairs. Each student read and reviews their classmates' draft by giving peer response in the peer response sheet. The researcher moves around to check whether the peer response technique is good applied or not.
- c. Students are asked to deliver feedback on a peer response in the sheet that has been given . In this step, the students make comments and suggestions after re ading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.
- d. Students are asked to return the draft and guideline sheets to the owner. Then, the researcher may read the draft and give feedback or response of a successful and unsuccessful. Then, give back their the draft..
- e. The students rewrite text descriptive based on the response sheet.

So here the researcher made peer response sheet based on the question above.

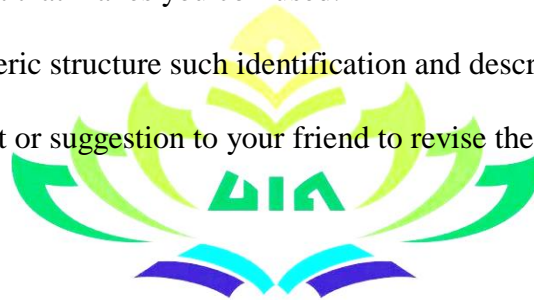
Draft Writer:

Reviewer :

Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments.

1. Describe which part that you like best.
2. Describe which part that makes you confused.
3. Does it use the generic structure such identification and description properly?
4. Give your comment or suggestion to your friend to revise the draft properly.
 - a. Identification :
 - b. Description :
5. Does it use language features of descriptive text properly?
6. Is the writing in the text legible?



c. The Advantages and Disadvantages of Using Peer Response Technique

1. Advantages of Peer Response Technique

There are some advantages students get after using peer response:

- a. Students will be able to take responsibility for their own learning in the classroom. You can get a question, authentic feedback from readers (reader authentic).
- b. Students' participation will be encouraged while working in the small group.

- c. Peer response is an effective way for the teacher to be facilitator in learning process.
- d. Peer response provides opportunities through-out for novice writers to behave like their more experienced counterparts.³⁸

2. Disadvantages of Peer Response Technique

After the advantages of peer response also has weaknesses:

- a. Confused expectation about the groups' purpose and the individual's role in it.
- b. Inability to read group member's text analytically.
- c. Misperceptions about the nature of revision and of writing as a process.³⁹

5. Self-Correction

a. Definition of Self-Correction

Self-correction technique is techniques that teach individual learning. Dan and Feng also stated, self-correction is students evaluate their own work by using a checklist, computer, and the others.⁴⁰ Thus, self-correction is a way to correct students writing by themselves. Dan and Feng also state that self-correction is autonomous study.⁴¹ In the self-correction activities, the students will use some correction symbols to sign each mistakes. Like Ho stated that error codes included some

³⁸Rohmat, p.61

³⁹Ibid, p.61

⁴⁰Xiao Dan and Qiu Feng, US-China Foreign Language Journal Vol. 13 No. 3: *Effectiveness of the Error Correction strategies in Improving Senior High Students' English writing in China*, (David Publishing, March 2015), p. 192

⁴¹Ibid

symbols and alphabet letters will be used to represent the error types in the students' writing.⁴² It means, that self-correction is one correcting technique that the students have to evaluate and correct their mistakes in their own written work by using some correction symbols.

b. Procedures of Using Self-Correction

There are some steps of teach by using self-correction as follows:

1. The teacher mentions correction symbols to help students in correcting their mistakes.
2. The teacher explains about correction symbol to the students, till become natural to their work.
3. Students use list of symbols to work individually.
4. The students may identify themselves some mistakes.
5. The students may need to ask the teacher.⁴³

In this technique self-correction, the students begin to write attending the aspect of writing. After finishing, they start to revise the draft. In this step, the self-correction is used. This technique builds the students' awareness based on some explanation that will be explained by the teacher and the students should realize what happens to their writing.

⁴²Belinda Ho, *Using Error Codes to Help Error Correction*, (Perspectives: Working Papers in English and Communication, Volume 6 (1), 2004), p. 38 available on www.city.edu.hk (Accessed on January 13rd, 2017)

⁴³Arburim Iseni, *Assesment, Testing, and Correcting Students' Errors and Mistakes*, (*Journal of the Association for Anglo-American Studies*, Volume 1 (3), 2011), p.66 available on www.researchgate.net (Accessed on January 13rd, 2017)

c. The Advantages and Disadvantages of Using Self-Correction

1. Advantages of Self-Correction

There are some advantages according to Iseni, they are: Students enjoy and work seriously; also the teachers might actually be hindering the students' progress in building proficiency in writing. Hence, self-correction has some benefit if we use it in teaching learning writing. By using self-correction, the students will be enjoy and serious in their writing activity. Beside that, the teacher might know the students progress in writing.

2. Disadvantages of Using Self-Correction

Self-correction also has some disadvantages. According to Iseni, disadvantages of self-correction are;

1. It is difficult to be applied.
2. Teachers do not accept the procedure of self-correction.⁴⁴

B. Relevant Studies

There are several relevant studies which has been conducted to find out the effect of peer response on the students' writing. First, Guntar in his thesis entitled "Improving Students Writing Achievement on Recount Text Through Peer Response Technique on the grade tenth of SMA An-Nizam Medan in the academic year 2012/2013" showed that the students' ability in writing recount text improved after the series of treatments given in the cycles. The use of

⁴⁴Ibid.

Peer Response technique is one of the ways to make students interest in studying English especially writing recount text.⁴⁵

Second, the research from Sri Wiyanti in her thesis entitled “Improving Students ability in Writing Report Text through Peer Response Technique on the Eleventh Grade Students of SMAN 2 Ketapang in the academic year 2012/2013” found out that the students ability in writing report text was improved by using peer response technique. The improvements of this study were particularly in students’ writing on generic structure and language features of report text.⁴⁶

Third, the research by Nur Rochman Fatoni “Using Peer Response to improve writing ability of grade viii students at SMP 3 Berbah in the academic year of 2013/2014” The results of this research showed that the use of the peer response in combination with some appropriate activities was able to improve students’ writing ability.⁴⁷

Fourth, the research by Teti Mufrikhatun on “Significance of Peer Responses in improving the writing skills of the eighth grade students of SMP N 15 Yogyakarta” shows that the use of peer responses in combination with some interesting activities was able to improve students’ writing skills.

⁴⁵ Muhammad Guntar, *Improving Students’ Writing Achievement On Recount Text Through Peer Response Technique on the grade tenth of SMA An-Nizam Medan in the academic year 2012/2013* REGISTER Journal of English Language Teaching of FBS-Unimed, 2013 <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/662/473>

⁴⁶ Agus Sriwiyanti, *Improving Students’ Ability In Writing Report Text Through Peer Response Technique (A Classroom Action Research on the Eleventh Grade Students of SMAN 2 Ketapang in the Academic Year 2011/2012)* <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/1935/1875> Vol 2, No 4 (2013)

⁴⁷ Rohman, *Using Peer Response to improve writing ability of Grade viii students at smp 3 berbah in the academic Year of 2013/2014*

Moreover, through peer response activities, they were motivated in joining the writing teaching and learning process. From the data above, it can be concluded that the writing skills of Class VIIC students of SMP N 15 Yogyakarta are improved.⁴⁸

C. Frame of Thinking

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, revise the text for clearer meaning, edit the text for appropriate grammar, and produce a final product. To achieve those specialized skills, the students need Peer-response technique as a form of assistances for them to write clearly, fluently, and accurately. In addition, they also need sharing and receiving the peer response technique when they have accomplished the first draft and want to continue the draft.

Peer response is one technique which allows learners develop their writing skill by obtaining feedback from other learners. Since the peer response provide activities in which students learn to give useful comments/suggestions and to respond to any comments/suggestions from their peers, it increases the sense of confidence of the students through collaborative and friendly dialogues, and promotes negotiation between two sides. It maximizes students' writing activities and classroom interaction.

Based on the explanation above, it can be assumed that there is an influence of using peer response technique. So, by using peer response

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technique the students will be interesting in study English, the class will be more attractive and the students will know whether their writing correct or not.

D. Hypothesis

The hypotheses are:

H_a : There is a significant influence of using peer response technique towards students' writing ability in descriptive text at the first semester of the eighth grade of SMP Amal Bakti Jati Mulyo in academic year of 2019/2020.

H_0 : There is no significant influence of using peer response technique towards students' writing ability in descriptive text at the first semester of the eighth grade of SMP Amal Bakti Jati Mulyo in academic year of 2019/2020.



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